

MODULE 9 PRE-ACADEMIC SUCCESS AND TASK DIFFICULTY

Early Childhood MBI
Training
Presented by MBI
Consultants

Putting Montana Students First **A⁺**

LEARNING SUCCESS AND TASK DIFFICULTY

Any mismatch between student ability and task difficulty is potentially problematic.

Exposure to tasks that are too difficult result in lower rates of on-task behavior and increased rates of disruptive and other problem behaviors.

MODIFYING TASK DIFFICULTY

Modifying instruction or providing accommodations to ensure the child experiences higher levels of success

Increases & promotes...

- on-task behavior
- task completion
- task comprehension
- appropriate class-wide behavior

4 STRATEGIES FOR MODIFYING TASK DIFFICULTY

1. Change amount of work
 - Break up task into smaller parts
 - Give materials out in sequence instead of all at same time
2. Change amount of time
 - Have shorter work periods
 - Provide physical breaks between difficult tasks

STRATEGIES FOR MODIFYING TASK DIFFICULTY

3. Change Student Output

- Provide students with a different way of showing their knowledge
- Allow students to tell a peer
- Allow students to take pictures of their completed work
- Use scaffolding

STRATEGIES FOR MODIFYING TASK DIFFICULTY

4. Clarifying Directions

- Gain attention before you give directions
- Minimize the number of directions given
- Individualize directions
- Give clear directions

CLARIFYING DIRECTIONS

- Give positive directions
- Allow wait time for a child to respond
- When appropriate, give the child choices and options for following directions
- Follow through with specific, positive feedback

FIRST/THEN STATEMENTS

Follow non-preferred tasks with preferred reinforcing tasks

Use with gestures or visuals

Gives children a sense that you **BELIEVE** they can complete the tasks

First state/show, then directions

- First clean-up, then go outside
- First say 'help,' then I can help you



First Then Visuals



Morning meeting mini Schedule

Individual Schedule

First

Then



8 ESSENTIAL CLASSROOM MANAGEMENT STRATEGIES

- Expectations and rules
- Procedures and routines
- Continuum of acknowledgement of appropriate behavior
- Continuum of response strategies and error correction
- Active supervision
- Multiple opportunities to respond
- Activity sequence and offering choices
- Learning success and task difficulty